



Course Number, Title and Credits

ENGU 103 - Writing and Rhetoric - 3 credits

Course Description

The course provides instruction that focuses on the writing process, evaluating and explaining ideas, critical reading, conducting library and Internet research, developing a research paper, and documenting research. Students will learn that reading is a complex process. Students are required to complete a minimum of 10,000 graded words in essays that include a researched essay. All work shall be submitted as a part of a final writing portfolio.

Course Learning Outcomes

By the end of this course, students should be able to:

1. Generate ideas using brainstorming techniques.
2. Draft, revise, and edit an academic essay.
3. Analyze audience, purpose, exigence, ethos, pathos, and logos.
4. Research a topic, specifically how to access, evaluate, and effectively use information from the Internet, books, media, and peer-reviewed journals.
5. Synthesize different points of view and anticipate readers' responses.
6. Document and cite sources accurately, using either the MLA citation system.

Required Textbooks

The Everyday Writer, 7th ed., by Andrea A. Lunsford, ISBN: 9781319361136

Additional readings will be provided by the instructor.

Letter Grade/Percentage Equivalents

Grades are determined on a straight-scale basis using the following scales.

A	94%-100%	A-	90%-93%	B+	87%-89%
B	84%-86%	B-	80%-83%	C+	77%-79%
C	74%-76%	C-	70%-73%	D+	67%-69%
D	64%-66%	D-	60% - 63%	F	59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Assignments	Possible Points
Weekly Discussion Forum Participation	50
Research Proposal and Annotated Bibliography Assignment	75
Research Paper, Part One (Rhetorical Analysis)	75
Research Paper, Part Two (Informed Discussion)	75
Research Paper, Part Three (Review)	75
Research Paper, Revised and Polished Final Draft (Submitted after Peer Editing and Reflective Essay)	200
<u>Writing Exercises</u> Each of the five weeks, students shall answer 3 Writing Exercise prompts (for a total of 15) that correspond with course projects and learning objectives.	450 (15X30)
Total Points Possible in Course	1000

Week by Week Outline for Course (Tentative):

Week	Topics & Assignments
Week 1	<p>Objectives and Topics</p> <ul style="list-style-type: none">● Identify, understand, and use key rhetorical principles that will enable students to produce clear, concise, and effective prose.● Demonstrate rhetorical awareness of diverse audiences, situations, and contexts along with the ability to understand and explain information and ideas clearly and effectively in a variety of settings.● Critically think and reflect about writing and rhetoric through reading, analysis, and reflection.● Understand and practice various purposes and stages of the academic writing processes. <p>Assignments and Due Dates</p> <ul style="list-style-type: none">● Wednesday: Writing Exercise 1, Brainstorming for Research Paper● Thursday: Writing Exercise 2, Argument with Claim and Support● Friday: Writing Exercise 3, Responding to Orwell, “Politics and the English Language”● Sunday: Research Paper Proposal and Annotated Bibliography <p>Chapter Readings</p> <ul style="list-style-type: none">● Chapter 3: Exploring, Planning, and Drafting● Chapters 7-8: Critical Thinking and Argument; Analyzing Arguments● Chapter 11b: The Annotated Bibliography● Chapter 12b: Paraphrases● Chapters 54-57: MLA Style
Week 2	<p>Week 2 Course Themes and Topics</p> <ul style="list-style-type: none">● Search, identify, and critique complex texts using critical reading and annotation strategies.● Integrate and summarize relevant, supporting information from appropriate scholarly and/or discipline-specific sources.● Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner.● Understand and practice the various purposes and stages of the academic writing processes. <p>Assignments and Due Dates</p> <ul style="list-style-type: none">● Wednesday: Writing Exercise 4, Ethos in King, “I Have a Dream”● Thursday: Writing Exercise 5, Common Ground in King, “I Have a Dream”● Friday: Writing Exercise 6, Prewriting for Research Paper● Sunday: Research Paper Part One Rough Draft

	<p>Chapter Readings</p> <ul style="list-style-type: none"> ● Chapters 9-10: Constructing Arguments; Doing Research ● Chapter 25: Language that Builds Common Ground
Week 3	<p>Course Themes and Topics</p> <ul style="list-style-type: none"> ● Search, identify, and critique complex texts using critical reading and annotation strategies. ● Integrate and summarize relevant, supporting information from appropriate scholarly and/or discipline-specific sources. ● Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner. ● Understand and practice the various purposes and stages of the academic writing processes, with particular emphasis on the benefits of thesis development; annotated bibliographies; multi-stage revision of drafts organized in the specified rules of grammar, punctuation, and citation style, thereby avoiding plagiarism; and effective use of time management to accomplish the aforementioned. <p>Assignments and Due Dates</p> <ul style="list-style-type: none"> ● Wednesday: Writing Exercise 7, Using Burke’s Pentad to Analyze an Image ● Thursday: Writing Exercise 8, Agents and Scene in Swift, “A Modest Proposal” ● Friday: Writing Exercise 9, Agency and Purpose in Swift, “A Modest Proposal” ● Sunday: Research Paper, Part Two Rough Draft <p>Chapter Readings</p> <ul style="list-style-type: none"> ● Chapter 12: Integrating Sources and Avoiding Plagiarism ● Chapters 28-31: Language and Style
Week 4	<p>Course Themes and Topics</p> <ul style="list-style-type: none"> ● Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner. ● Understand and practice the various purposes and stages of the academic writing processes, with particular emphasis on the benefits of thesis development; annotated bibliographies; multi-stage revision of drafts organized in the specified rules of grammar, punctuation, and citation style, thereby avoiding plagiarism; and effective use of time management to accomplish the aforementioned. ● Provide constructive, professional communication and feedback to others, and incorporate feedback into their writing. <p>Assignments and Due Dates</p> <ul style="list-style-type: none"> ● Wednesday: Writing Exercise 10, Induction ● Thursday: Writing Exercise 11, Argumentative Fallacies ● Friday: Writing Exercise 12, Deduction ● Sunday: Research Paper Part 3 Rough Draft

	<p>Chapter Readings</p> <ul style="list-style-type: none"> ● Chapters 33-43: Sentence Grammar ● Chapters 44-53: Punctuation and Mechanics ● Chapters 54-57: MLA Documentation
Week 5	<p>Course Themes and Topics</p> <ul style="list-style-type: none"> ● Critically think and reflect about writing and rhetoric through reading, analysis, and reflection. ● Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner. ● Understand and practice the various purposes and stages of the academic writing processes, with particular emphasis on the benefits of thesis development; annotated bibliographies; multi-stage revision of drafts organized in the specified rules of grammar, punctuation, and citation style, thereby avoiding plagiarism; and effective use of time management to accomplish the aforementioned. ● Provide constructive, professional communication and feedback to others, and incorporate feedback into their writing. <p>Assignments and Due Dates</p> <ul style="list-style-type: none"> ● Tuesday: Writing Exercise 13, Writing Concisely ● Wednesday: Writing Exercise 14, Deconstructing and Reconstructing Videos ● Thursday: Writing Exercise 15, Scene and Purpose in Plato's "Allegory of the Cave" ● Friday: Research Paper, Final Draft + Reflection Assignment <p>Chapter Readings</p> <ul style="list-style-type: none"> ● Chapter 5-6: Reviewing, Revising, and Editing; Reflecting ● Chapter 13: Writing Well in Any Discipline or Profession ● Chapter 26: Style Matters!

Attendance Policy

Requirements for student attendance and participation will be defined based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.

- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course-content-related Discussion Board post, or other course-content-related assignment). Introduction posts do not count as academically-related assignments. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/non-participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission is prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The UMass Global online library provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

UMass Global's CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing cares@umassglobal.edu or by filling out a referral form [here](#). The CARES Team provides short-term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

[Click on this Link to our University Title IX Policy](#)